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AUTHOR Dieterich, Daniel J., Comp.
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ABSTRACT

Over 120 items covering research in the teaching of English published between January 1, 1975, and June 30, 1975, are contained in this annotated bibliography. The subject headings are "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and "Research Instruments." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, and college and adult. (RB)

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ED109697

Annotated Bibliography of Research in the Teaching of English

January 1, 1975 to June 30, 1975

Daniel J. Dieterich
Assistant Director ERIC/RCS

This bibliography, compiled at the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt of ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. Those documents in this bibliography which are identified with an ERIC Document number (e.g., ED 095 555) have been indexed in Resources in Education (RIE) and are available through the ERIC Document Reproduction Service. Please consult the monthly issues of RIE for complete abstracts of these documents and for complete ordering information.

1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Allen, R. Some of the Assumptions in Research on Black Children's Language Patterns. Paper presented at the annual meeting of the Association for Education in Journalism, 1974, ED 095 555. Investigates underlying assumptions prevalent in much research on the language patterns of black children, compares the "deficit" model with the "difference" model for research on language varieties, and describes an exploratory study of the Bernstein hypothesis.

1.1.2 Golub, L. S. English Syntax of Black, White, Indian, and Spanish-American Children. The Elementary School Journal, February 1975, 75, 323-334.

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Attempted to determine how the written English syntax of black, white, Indian, and Spanish-American children in the intermediate grades differs, as well as how the tested language ability of these children differs.

1.1.3 Kincaid, J. P., and Weaver, A. J., Jr. Black First Graders' Listening Comprehension of a Story Told in Black English or Standard English. Paper prepared at Georgia Southern College, 1974, ED 097 687.

Demonstrated that black first grade children from disadvantaged backgrounds understood a Black English version of a story better than an equivalent Standard English version.

1.1.4 Midkiff, R. G., and Smith, G. Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment. Rome City, Georgia: Rome City School System, Linguistics Research and Demonstration Project, 1969, ED 094 413.

Includes a discussion of a social experiment in teaching standard usage to nonstandard speakers which concluded that children expand linguistic skills by receiving and producing sentences in relation to a particular audience, purpose, time, and place.

1.1.5 Tantini, A. E. Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (to Age Five). Dissertation Abstracts International, 1975, 35, 5376A.

A sociolinguistic analysis of language acquisition based on the longitudinal observation of one bilingual child.

1.1.6 Tsushima, W. T., and Hogan, T. P. Verbal Ability and School Achievement of Bilingual and Monolingual Children of Different Ages. Journal of Educational Research, May/June 1975, 68, 349-353.

By grade four, monolingual children performed noticeably better than bilingual children on verbal or language tests, and in grade five the differences were even more substantial.

See also: Anastasiow, N. J., and Hanes, M. L., 5.1.1; Johnson, M. R., 3.2.5; and Steffensen, M. S., 2.1.10.

1.3 College and Adult

1.3.1 Bebout, L. J. An Error Analysis: Comparing the Ability of Learners of English as a First and as a Second Language to Extract Information from Written Material. Dissertation Abstracts International, 1975, 35, 4474A.

Results were taken as evidence in support of the hypothesis that there are many parallels between the language-learning strategies used by first- and by second-language learners.

1.3.2 Chiu, R. K. Looking into the Characteristics of Spoken and Written English: A Report on the On-Going Applied Linguistic Projects of the Research Division, Directorate of Studies, Staff Development Branch, Public Service Commission of Canada. Paper presented at the annual meeting of the Canadian Council of Teachers of English, 1973, ED 098 570.

Describes three TESL-oriented linguistic studies on the characteristics of written and spoken English that Canadian federal employees used at work.

1.5 Reviews of Research

1.5.1 Conference on College Composition and Communication. Students' Right to Their Own Language. Urbana, Illinois: National Council of Teachers of English, 1974, ED 095 540.

Contains a review of the research on dialect differences, dialect acquisition, and the effect of dialect on reading and writing.

1.5.2 Gezi, K. Bilingual-Bicultural Education: A Review of Relevant Research. California Journal of Educational Research, November 1974, 25, 223-239.

Surveys significant studies in bilingual-bicultural education and presents their major findings.

1.5.3 Hess, K. M. Basic Report for Targeted Communications: Teaching a Standard English to Speakers of Other Dialects. St. Louis, Missouri: Central Midwestern Regional Educational Lab., Inc., 1972, ED 098 615.

Designed to interpret and synthesize the existing research and related information about dialects (over 1,250 articles and reports) for those involved in teaching a standard English to speakers of other dialects.

See also: Dieterich, D. J., 4.5.2.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Asher, S. R., and Parke, R. D. Influence of Sampling and Comparison Processes on Development of Communication Effectiveness. Journal of Educational Psychology, February 1975, 67, 64-75.

Data from this study of second-, fourth-, and sixth-grade children's oral communication performance suggest that younger children have inadequate comparison strategies.

2.1.2 Baker, W. J., and Prideaux, G. D. Grammatical Simplicity or Performative Efficiency? Paper presented at the annual meeting of the American Psychological Association, 1973, ED 099 865.

The use of formal grammatical models as if they reflected psychological processes is viewed as being of questionable value.

2.1.3 Bohannon, J. N., III. The Relationship between Syntax Discrimination and Sentence Imitation in Children. Child Development, June 1975, 46, 44-451.

A study of first-, second-, and fifth-grade children to reveal any important qualitative change in the manner in which six- to seven-year-old children process structured language.

2.1.4 Farley, F. H. Children's Learning from Discourse: Arousal and Imagery Effects on Literal and Inferential Comprehension. Technical Report No. 266. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, 1972, ED 096 648.

A study of 459 third-, fourth-, and fifth-grade students which found (positive) arousal manipulation to significantly enhance long-term comprehension of text.

2.1.5 Manolakes, G. The Teaching of Spelling: A Pilot Study. Elementary English, February 1975, 52, 243-247.

Results of a study involving 2329 students in grades two through six strongly suggest that many of the children already knew how to spell a substantial number of words included in the spelling program at each grade level.

2.1.6 Newcomer, P. L. Accuracy of Teacher Judgments. Elementary English, May 1975, 52, 704-707.

A study of twelve fourth-grade language arts teachers designed to gain information regarding teacher judgment of modality-related learning styles, intelligence, and language arts achievement.

2.1.7 Schmidt, E. L. O. Syntactic and Semantic Complexity Used by Children in Response to Six Modes of Story Presentation. Dissertation Abstracts International, 1975, 35, 4879A.

An investigation of differences in linguistic performances, including both syntactic and semantic complexity, which results when elementary school children respond to six modes of story presentation in order to determine whether these responses vary with mode, grade, sex, or order of oral and written response.

2.1.8 Schwartz, J. I., et al. Effects of a Structured Pedagogy on Children's Language. 1974, ED 101 365.

Findings showed that the average reading scores of Distar children exceeded those of non-Distar children in both first and second grades, and the average verbal expression scores of first-grade non-Distar children were higher than those of children in Distar classes.

2.1.9 Smith, H. A. Teaching Spelling. British Journal of Educational Psychology, February 1975, 45, 68-72.

Compared the effectiveness of five presentation methods for the teaching of spelling to 359 children in ten third-year junior classes in England.

2.1.10 Steffensen, M. S. The Acquisition of Black English. Dissertation Abstracts International, 1975, 35, 4489A.

A longitudinal study of the linguistic development of two children, ages seventeen and twenty months, who are acquiring Black English. (The author's data and analyses are in direct conflict with the conclusions of Carl Bereiter and Siegfried Engelmann.)

See also: Allen, R., 1.1.1; Blair, T. R., 2.5.1; Cooper, C. R., 2.5.2; Geedy, P. S., 2.5.3; Glazer, J. I., 6.1.2; Golub, L. S., 1.1.2; Kincaid, J. P., and Weaver, A. J., Jr., 1.1.3; O'Donnell, R. C., 2.5.4; and Rupley, W. H., 2.5.5.

2.2 Secondary

2.2.1 Antista, J. A. A Comparative Study of Computer-Assisted and Non Computer-Assisted Instruction in Senior High School English Classes. Dissertation Abstracts International, 1975, 35, 7600A.

Investigated the effect on student achievement and attitudes of using computer-assisted instruction to teach basic English grammar material.

See also: Bivens, W. P., III, and Edwards, A. B., 6.2.1; Cooper, C. R., 2.5.2; and Gershuny, H. L., 2.3.3.

2.3 College and Adult

2.3.1 Amerson, B. E. M. The Effect of Instruction in Listening on the Development of Listening Comprehension Skills of Disadvantaged Post-Secondary Youth. Dissertation Abstracts International, 1975, 35, 5767A.

Concludes that instruction in listening did contribute significantly to the improvement of listening comprehension skills of 79 disadvantaged post-secondary youth.

2.3.2 Brown, D. H. An Investigation of the Effect of Instruction and Practice upon the Listening Comprehension Skills of Community College Freshmen. Dissertation Abstracts International, 1975, 35 4178A.

Concludes that the lecture comprehension skills, as measured by the Brown-Carlsen Listening Comprehension Test, are amenable to improvement through instruction in the principles of effective listening and practice in the application of those principless.

2.3.3 Gershuny, H. L. Public Doublespeak: The Dictionary. College English, April 1975, 36, 938-942.

Describes a systematic investigation of the unabridged Random House Dictionary of the English Language (1966) for its use of masculine and feminine nouns and pronouns in illustrative sentences.

2.4 Status Surveys

2.4.1 Meeson, B., et al. English, Canada. The English Quarterly, Spring/Summer 1975, 8, 67-124.

A description of what English is understood to be in the public and secondary schools across Canada, based on a questionnaire survey, and a breakdown of survey results by province.

See also: Postlethwaite, T. N., Ed., 3.4.4.

2.5 Reviews of Research

2.5.1 Blair, T. R. ERIC/RCS: Spelling, Word Attack Skills. The Reading Teacher, March 1975, 28, 604-607.

A review of recent research.

2.5.2 Cooper, C. R. Research Roundup: Language, Language Development, and Language Teaching. English Journal, April 1975, 64, 100-102.

Discusses two reviews of research and six individual studies.

2.5.3 Geedy, P. S. What Research Tells Us About Spelling. Elementary English, February 1975, 52, 233-236. A review of research pertinent to the teaching of spelling.

2.5.4 O'Donnell, R. C. Toward a Grammar of Child Language. Studies in Language Education, Report No. 12. Athens: University of Georgia, Department of Language Education, 1974, ED 099 843. Reviews research on child language, concluding that recognition of the fundamental importance of role in descriptions of semantic structures can make possible further movement toward a satisfactory grammar of child language.

2.5.5 Rupley, W. H. ERIC/RCS Report: Language Development and Beginning Reading Instruction. Elementary English, March 1975, 52, 403-408. A review of research and opinion on the relationship between oral language development and reading.

See also: Dieterich, D. J., 4.5.2; and Stotsky, S. L., 6.5.3.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Carr, R. L. A Study of the Attitudes of Sixth Grade Children toward Literacy Characters Represented as Speaking Nonstandard Dialects of American English. Dissertation Abstracts International, 1975, 35, 7042A.

3.1.2 Feeley, J. T. Children's Content Interest--A Factor Analytic Study. Paper presented at the Annual Meeting of the National Council of Teachers of English, 1972, ED 094 389.

Among the findings are the following: social class, not race, affects middle-grade children's content interest patterns; lower SES children, especially girls, prefer fantasy significantly more

than do middle or higher SES children; lower SES children like to watch television more than do middle or higher SES children; and all children prefer watching to reading.

3.1.3 Haug, F. M. Young Children's Responses to Literature. Dissertation Abstracts International, 1975, 35, 4859A.

Investigated the influence of the teacher model on young children's responses to selected stories. Found few differences between the groups according to treatment.

3.1.4 Jennings, S. A. Effects of Sex Typing in Children's Stories on Preference and Recall. Child Development, March 1975, 46, 220-223.

Found that a significant number of preschool subjects preferred a story in which the main character displayed accurate behavior for the sex, but that higher mean scores were recorded for the story in which the character's sex role was atypical.

3.1.5 Johns, J. L. Reading Preferences of Urban Students in Grades Four Through Six. Journal of Educational Research, April 1975, 68, 306-309.

Results did not support the need for reading materials attuned to the real-life experiences of upper-grade, urban pupils.

3.1.6 Kirsch, D. From Athletes to Zebras--Young Children Want to Read About Them. Elementary English, January 1975, 52, 73-78.

Investigated the following: the expressed reading interests of first- and second-grade children from different geographic areas of the United States and with differing racial, ethnic, and socio economic backgrounds; comparisons of expressed reading interests of children in grades one and two; and derivation of the children's reading interests.

3.1.7 Schnell, T. R., and Sweeney, J. Sex Role Bias in Basal Readers. Elementary English, May 1975, 52, 737-742.

An examination of the 1966 and 1971 Houghton Mifflin reading books to see if the newer series reflects a change in the roles, activities, and relative importance of male and female characters.

See also: Glazer, J. I., 6.1.2; Ladan, C. Jl, and Miller, D. H., 3.2.6; Marston, E., 3.5.3; Purves, A. C., 3.5.5; and Tibbets, S. E., 3.5.6.

3.2 Secondary

3.2.1 Cooke, G. J. How Students Feel about Black Literature. Negro American Literature Forum, Winter 1974, 8, 293-295.

Describes the results of a questionnaire survey of sixteen classes of senior high students who had studied black literature.

3.2.2 Cornaby, B. J. B. A Study of the Influence of Form on Responses of Twelfth-Grade Students in College-Preparatory Classes to Dissimilar Novels, a Short Story, and a Poem. Dissertation Abstracts International, 1975, 35, 4856A.

A study of the responses of high school seniors in college-preparatory classes which found that subjects changed response modes dependent upon the specific literary selection to which they were responding.

3.2.3 Dilworth, C. B., Jr. Visualization and the Experience of Poetry: A Study of Selected Variables in Reader Response. Dissertation Abstracts International, 1975, 35, 4978A.

A study involving 194 tenth, eleventh, and twelfth-grade students which concludes that visualization of poetically elicited mental images is an important variable in the more abstractive functions of poetic interpretation as well as in affective response.

3.2.4 Heil, C. A Description and Analysis of the Role of the Teacher's Response while Teaching a Short Story. Dissertation Abstracts International, 1975, 35, 7771A.

A modified case study undertaken to determine what relationships, if any, exist among the teacher's personal response to a literary selection, his or her behavior when teaching the story, and his or her response to student essays on the story.

3.2.5 Johnson, M. R. A Study of Ethnic Diversity in Language and Literature Instruction in Selected Secondary Schools in Kansas and Louisiana: 1972-1974. Dissertation Abstracts International, 1975, 35, 5682A.

Of the 159 teachers responding to the questionnaire survey, 79.5 percent indicated some use of minority-related content in their teaching; however, over 75 percent of them were found to have a lack of training in this area.

3.2.6 Jadan, C. J., and Miller, D. H. Jane's Prerogative: Mediocrity. English Quarterly, Spring/Summer 1975, 8, 31-42.

A content analysis of textbooks which confirms the pervasive use of sexual sterotyping.

3.2.7 Page, E. R. An Analysis of Racial Attitude Change in Eleventh Grade Students Using a Black Literature Package. Dissertation Abstracts International, 1975, 35, 7622A.

Concludes that black literature read by eleventh-grade students for five weeks independent of or in conjunction with a teacher did not change negative racial attitudes to positive racial attitudes as measured by the MRAI.

3.2.8 Snider, F. J. Cognitive and Affective Learning Outcomes Resulting from the Use of Behavioral Objectives in Teaching Poetry. Journal of Educational Research, May/June 1975, 68, 333-338.

Data revealed that learning and response to poetry as a result of the use of behavioral objectives were significant at the .05 confidence level on every level of the cognitive and affective domains.

See also: Clemons, M. O., 3.4.1; Davis, D., 3.5.1; and Heath, H. M., 3.4.3.

3.3 College and Adult

3.3.1 Bellman, S. A. The Effects of Teaching Questioning Skills to College Literature Students. Dissertation Abstracts International, 1975, 35, 6931A.

Investigated the effects of classroom instruction about questioning skills on students' question-asking behaviors, and inquired about student reactions to being taught "process" in a "content" course.

3.3.2 Boniol, J. D., Jr., Determining Reading and Media Interests: A Study of the Reading and Media Preferences of Selected Students Enrolled in Freshman English at George Peabody College for Teachers, Spring 1973. 1973, ED 101 339.

3.3.3 DeHart, F. E. Computer-Based Analysis of Fictional and Dramatic Texts as Self-Contained Operative Systems. 1974, ED 099 883.

Describes a computer-based methodology for literary criticism termed symmetry-complementary analysis, and discusses a test search on data coded from the first 26 pages of Monsieur Ouine by Georges Bernanos.

See also: Gibbs, S. A., 3.4.2; Holden, M. D., 4.3.3; Mollach, F. L., 5.3.4; Simson, R. M., 3.4.5; Stembridge, O. H., 5.3.5; and Whitlow, R., 3.4.6.

3.4 Status Surveys

3.4.1 Clemons, M. O. An Examination of the Current Status of Literature Programs in Selected Senior High Schools in the State of Florida. Dissertation Abstracts International, 1975, 35, 5771A.

A status survey of literature teaching in selected Florida senior high schools. Among the conclusions were the following: literature programs did not differ significantly according to size of school and per-pupil expenditure, and teachers reported recognizing a wide variety of objectives underlying literature study.

3.4.2 Gibbs, S. A. College and University English Departments and English Major Preparation in Black English. Dissertation Abstracts International, 1975, 35, 4428A.

Found that survey and fiction courses are the predominant ways of offering black literature; that the same few black authors, Wright, Baldwin, and Ellison, are studied; that, in general, methods courses in black literature are not offered; and that few courses in the literature of other ethnic writers are offered.

3.4.3 Heath, H. M. Teaching Minority Literatures: A Study of Minority Literature Content in the American Literature Course in the Secondary Schools of South Carolina, 1973-74. Dissertation Abstracts International, 1975, 35, 6005A.

A study of the emphasis being placed on minority literature (black American, American Indian, Mexican-American, American Puerto Rican, Asian-American, and American Jewish) in the American literature course in the secondary schools of South Carolina.

3.4.4 Postlethwaite, T. N., Ed. What Do Children Know? Comparative Education Review, June 1974, 18, 1-333.

Describes data gathered by nineteen countries participating in a survey conducted by the International Association for the Evaluation of Educational Achievement and covering science, reading comprehension, and literature.

3.4.5 Simson, R. M. A Survey Analysis of Some Issues Related to the Content and Effectiveness of Black Literature Courses Taught in Colleges and Universities in New York State. Dissertation Abstracts International, 1975, 35, 6948A.

Among the findings were the following: far more black American literature was taught than black literature of any other nationality; there was a heavy emphasis on twentieth-century literature; white instructors tended to teach mainly well-known authors and works, whereas black instructors tended to be more emperimental and innovative.

3.4.6 Whitlow, R. Alive and Well: A Nationwide Study of Black Literature Courses and Teachers in American Colleges and Universities. College Composition and Communication, February 1975, 36, 640-648.

Describes the results of a questionnaire survey of English departments throughtout the United States.

See also: Meeson, B., et al., 2.4.1.

3.5 Reviews of Research

3.5.1 Davis, D. Search and Research. English in Australia, May 1975, 31, 49-51.

Reviews some of the literature on the reading habits and interests of high school age students, and describes the kinds of literature they read.

3.5.2 Grindstaff, F. L., and Muller, A. The National Assessment of Literature: Two Reviews. Research in the Teaching of English, Spring 1975, 9, 80-106.

3.5.3 Marston, E. Children's Poetry Preferences: A Review. Research in the Teaching of English, Spring 1975, 9, 107-110.

A review of Ellen Terry's Children's Poetry Preferences: A National Survey of Upper Elementary Grades. Research Report No. 13, NCTE.

3.5.4 Nicol, E. A. Designing Research on Literary Response. Research in the Teaching of English, Spring 1975, 9, 72-79.

A systematic investigation of several types of decisions which must be made in the process of designing a study of literary response.

3.5.5 Purves, A. C. Research in the Teaching of Literature. Elementary English, April 1975, 52, 463-466.

Reports on the following two projects: a review of research in the teaching of literature and a pilot study leading to a multi-level study of response to literature.

3.5.6 Tibbets, S. E. Children's Literature: A Feminist Viewpoint. California Journal of Educational Research, January 1975, 26, 1-5.

A review of the research which indicates that children's reading material teaches that girls are inferior to boys.

See also: Dieterich, D. J., 4.5.2.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Doyle, D. P. An Investigation of Elementary Teacher Education Related to the Preparation of Teachers in the Use of Creative

Drama in Teaching Language Arts. Dissertation Abstracts International, 1975, 35, 4296A.

Findings indicate that many authorities in the field of drama as well as language education advocate the use of creative drama as a teaching aid, but that graduates in elementary education may be ill-prepared to use creative drama.

4.1.2 Quisenberry, N. L., and Shepherd, T. R. Professional Competencies in First Year Teachers: Project Follow-up. Final Report. Carbondale: Southern Illinois University, College of Education, 1973, ED 096 649.

A study involving fourteen former students in Elementary Education 423 at Southern Illinois University which indicated that project directors effected change in the first-year teachers through ideas, demonstration teaching, and materials.

4.2 Secondary

4.2.1 Means, H. J. An Analysis of the Content, Proportion of Time Spent on Content, and Course Structure of Secondary English Methods Courses in Iowa. Dissertation Abstracts International, 1975, 35, 7774A.

Found there is little uniformity in content, the proportion of time spent on content, or the course duration.

4.2.2 Ofsa, W. J. An Experiment in Using Research in Composition in the Training of Teachers of English. Dissertation Abstracts International, 1975, 35, 7174A.

Involved practice teachers in attempting to determine if linguistically disadvantaged students practicing sentence-combining over a period

of nine weeks would be writing sentences more syntactically mature than their linguistically disadvantaged counterparts studying a transformational text.

See also: Antista, J. A., 2.2.1; and Cooper, C. R., 4.5.1.

4.3 College and Adult

4.3.1 Bossone, R. M., and Weiner, M. City University English Teachers: A Self-Report Regarding Remedial Teaching. New York: City University of New York, Graduate School and University Center, 1975, ED 099 888.

A study of the background and training of CUNY teachers, their opinions regarding students' problems in English, and the methods and materials they use in teaching English.

4.3.2 Dunham, M. G. An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. Dissertation Abstracts International, 1975, 35, 7767A.

The major conclusion arrived at from this questionnaire survey is that a need exists for improvement in the composition training of prospective English teachers educated in Pennsylvania colleges and universities.

4.3.3 Holden, M. D. Literary Theory and the Education of English Teachers: An Analysis of Theories of Literature Presented in Selected Texts on Literature and Its Teaching. Dissertation Abstracts International, 1975, 35, 7771A.

An examination of the theoretical orientation(s) to literature and its teaching presented by texts used in teacher education programs for prospective English teachers.

4.3.4 McDowell, E. E. The Semantic Differential as a Method of Teacher Evaluation. Journal of Educational Research, May/June 1975, 68, 330-332.

Results of the study support the use of the semantic differential as a method of teacher evaluation.

4.3.5 Sherman, B. R., and Blackburn, R. T. Personal Characteristics and Teaching Effectiveness of College Faculty. Journal of Educational Psychology, February 1975, 67, 124-131.

Findings of a study of 1500 student judgments of 108 faculty members suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures.

4.5 Reviews of Research

4.5.1 Cooper, C. R. Research Roundup: General English Curriculum and Methods. English Journal, May 1975, 64, 94-96.

A summary of studies of instruction, curriculum planning, the training of teachers, professional issues, and the history of the English curriculum.

4.5.2 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English, July 1, 1974 to December 31, 1974. Research in the Teaching of English, Spring 1975, 9, 115-140, ED 099 853.

4.5.3 Dieterich, D. J. ERIC/RCS Report: Inservice Education in English, English Education, February/March 1975, 6, 154-161.

Discusses developments in teacher education and describes several status surveys, recommendations regarding inservice education, and successful programs and research.

See also: Dunham, M. G., 4.3.2.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Anastasiow, N. J., and Hanes, M. L. Sentence Repetition Task. Paper presented at the annual meeting of the American Educational Research Association, 1974, ED 094 405.

Describes a tool for assisting early childhood teachers to distinguish children who speak a different dialect and are normal in language development from children who speak a different dialect and are developmentally delayed.

5.1.2 Rubin, R., and Buium, N. Language Parameters in Written Compositions of Nine Year Old Children. Paper presented at the annual meeting of the American Psychological Association, 1974, ED 097 718.

A study to develop a foundation for reliable and effective measurement of significant parameters in the development of written language skills in school-age children.

See also: Newcomer, P. L., 2.1.6; and O'Donnell, R. C., 5.2.2.

5.2 Secondary

5.2.1 DiStefano, P. Can Traditional Grading Survive the Elective Program? English Journal, March 1975, 64, 56-58.

Contains information on a recent evaluation of the elective programs in the Columbus, Ohio public schools, "A Comparison of Student Attitudes Toward Traditional and Diversified Elective English Offerings."

5.2.2 O'Donnell, R. C. An Instrument to Explore Category Features as Determinants of Choice in Pairing Words. Studies in Language Education. Report No. 13. Athens: University of Georgia, Department of Language Education, 1975, ED 099 856.

A study to explore the possibility of designing an instrument to obtain information about word associations with certain factors held stable.

See also: Heil, C., 3.2.4; and Olsen, T., 5.5.1.

5.3 College and Adult

5.3.1 Hazen, D. W. The Biasing Effects of Curriculum and Academic Status Labels upon Community College English Instructors' Evaluations of Written Compositions. Dissertation Abstracts International, 1975, 35, 7611A.

Concludes that academic status labels produced significantly higher grades for students in good academic standing than for those on academic probation, although generally more errors were marked on papers attributed to the former group than on those attributed to the latter.

5.3.2 Hulewicz, R. R. A Prototype for Objectively Measuring Composition Ability. Dissertation Abstracts International, 1975, 35, 7167A.

Analyzes the Composition Adequacy Profile developed by Floyd L. Bergman in 1966 to measure the overall ability of an individual to compose and present a profile of proficiency in the areas of thought, organization, aesthetics, mechanics, and expression.

5.3.3 Jerabek, R., and Dieterich, D. Composition Evaluation: The State of the Art. College Composition and Communication, May 1975, 26, 183-186.

A review of research on the evaluation of student compositions.

5.3.4 Mollach, F. L. The Evaluation of a Test of Literary Judgment for Use with Community College Students and Its Use as a Stimulus for Written Responses and Classroom Discussion. Dissertation Abstracts International, 1975, 35, 7789A.

Attempted to evaluate a test of literary judgment for use with community college students, the free responses of students to passages in the test, and the use of original literary selections and distortions of them as a classroom tool.

5.3.5 Stembridge, O. H. The Construction of a Test for Evaluating Literary Comprehension Using Positive, Negative, and Non Instances of Conjunctive, Disjunctive, and Relational Concepts. Dissertation Abstracts International, 1975, 35, 5223A.

Attempted to determine how the findings of educational psychology could help the junior college teacher of English in the teaching and testing of literary concepts. Concludes that the use of positive, negative, and non instances can increase the reliability of teacher-made tests.

See also: O'Donnell, R. C., 5.2.2.

5.5 Reviews of Research

5.5.1 Olsen, T. ERIC/RCS Report: Grading Alternatives. English Journal, March 1975, 64, 106-108.

Reviews research and opinion regarding several alternatives to traditional grading systems.

See also: Dieterich, D. J., 4.5.2.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Davis, D., ed. Search and Research, English in Australia, November 1974, 29, 46-50.

Reports on a study of syntax in children's written composition, dealing with relationships to socio-economic status and cognitive development.

6.1.2 Glazer, J. I. The Effect of Literature Study on the Ability of Fourth and Sixth Grade Pupils to Create Written Stories. Final Report. Providence: Rhode Island College, 1973, ED 095 538.

Supports the hypothesis that literature study is one means of helping pupils improve their ability to create narrative compositions, and lends credence to the theory that work in one area of language either directly aids growth in other language areas or enhances a general language facility.

6.1.3 Jobe, R. A. Factors that Influence Children's Free Choices of Topics for Creative Writing. Dissertation Abstracts International, 1975, 35, 7529A.

Concludes that when given freedom of choice to select topics, the major preferences of second, fourth, and sixth graders were fantasy, animals, and personalities, in that order; and that the major influence on the children's choice of topics, as reported by the children, appeared to be the original ideas of the children themselves.

6.1.4 McElwee, G. W. Systematic Instruction in Proofreading for Spelling and Its Effects on Fourth and Sixth Grade Composition. Dissertation Abstracts International, 1975, 35, 7031A.

Attempted to determine whether a program of systematic instruction in proofreading would increase the accuracy of spelling, the gross number of words used, and the number of different words used in original compositions by fourth and sixth graders.

6.1.5 Perron, J. D. An Exploratory Approach to Extending the Syntactic Development of Fourth-Grade Students through the Use of Sentence-Combining Methods. Dissertation Abstracts International, 1975, 35, 4316A.

Results showed that the experimental (sentence-combining) students made significant gains in five out of six factors of syntactic development, while the control group made significant gains in two out of six syntactic factors.

6.1.6 Smith, J. C. A Comparative Study of the Effect of Communication Skills through Authorship on the Self-Esteem of First and Second Grade Children. Dissertation Abstracts International, 1975, 35, 5003A.

Measures and analyzes the effect of the Communication Skills through Authorship supplemental reading program on the child's gain or loss of self-concept, and compares these results with the gain or loss of self-concept of a control group.

6.1.7 Sweet, J. A. An Analysis of the Writing of Elementary Children, Grades Four through Six, to Determine the Relationship between Specified Genre and the Development and Use of Figurative Language. Dissertation Abstracts International, 1975, 35, 5697A.

A study of the writing of fourth, fifth, and sixth-grade students which found that the form of the writing affects both the kinds and the numbers of figurative language that will be used.

See also: Asher, S. R., 2.1.1.; Everttts, E. L., 6.5.1; Rumin, R., and Buium, N., 5.1.2; and Schmidt, E. L., 2.1.7.

6.2 Secondary

6.2.1 Bivens, W. P., III, and Edwards, A. B. Transformational Grammar and Writing Improvement. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1974, ED 101 361.

Describes a study of two eleventh-grade English Classes which reveals a dramatic increase in syntactic fluency by the experimental (transformational grammar) group after one semester of instruction.

6.2.2 Della-Piana, G. M. The Development of a Model for the Systematic Teaching of the Writing of Poetry. Final Report. Salt Lake City: University of Utah, Bureau of Educational Research, 1971, ED 101 359.

A project designed to develop a programed text for teaching the writing of poetry, validating the program, and preparing a procedural guide for programing.

6.2.3 Ganong, F. L. Teaching Writing through the Use of a Program Based on the Work of Donald M. Murray. Dissertation Abstracts International, 1975, 35, 4125A.

Growth in writing ability of the experimental group was slightly, but not significantly, greater than that of the control group.

6.2.4 Herrmann, R. W., and Tabor, D. S. Expressive Writing: Psychological Development and Educational Setting in a New Language Curriculum. Dissertation Abstracts International, 1975, 35, 5215A.

A case study of a special writing curriculum developed during 1970-1972 at the Cambridge Pilot School.

6.2.5 Lamberg, W. J. Design and Validation of Instruction in Question-Directed Narrative Writing, Developed through Discrimination Programming. Paper summarizing doctoral dissertation, University of Michigan, 1974, ED 097 689.

A study of 27 high school students which indicated that three predicted

changes related to improvement in the quality of "expansion" received considerable support, with the changes being statistically significant.

See also: Cornaby, B. J. B., 3.2.2; Heil, C., 3.2.4; and Ofsa, W. J., 4.2.2.

6.3 College and Adult

6.3.1 Allen, F. A., Jr. A Comparison of the Effectiveness of the Intensive and Concurrent Scheduling Plans for Teaching First-Semester English Composition in the Community College. Dissertation Abstracts International, 1975, 35, 5766A.

Found only negligible differences in English achievement, critical-thinking ability, and attitude toward subject attributable to "concurrent" and "intensive" scheduling approaches.

6.3.2 Fadala, S. N. Development of Composition Skills in the University of Arizona Model Freshman Composition Program. Dissertation Abstracts International, 1975, 35, 5156A.

Subjects were fifty students in three classes of freshman composition. Data were collected by means of a pretest and posttest; a questionnaire designed to gather data on age, language(s) spoken in the home, and family income level; a search of records regarding grade-point average in high school English, A.C.T. scores in English, and graduation rank; and a scanning of class record books for information on sex of the pupil and class attendance records.

6.3.3 Jennings, M. S. A Comparison of Middle Managerial Written Business Communications Practices and Problems and Collegiate Written Business Communications Instruction. Dissertation Abstracts International, 1975, 35, 4861A.

A questionnaire survey which found significant differences between the mean response of middle managers and collegiate basic business communications teachers about letters, memorandums, reports, technical descriptions or directions, and proposals.

6.3.4 Luke, E. C. A Concept of Teaching Undergraduate Adults in Freshman and Sophomore English. Dissertation Abstracts International, 1975, 35, 6101A.

Makes a statement on teaching the adult, surveys adults for their perceptions of their needs and the ways the courses met them, reviews findings of schools offering special adult degree programs, and develops a typology of the adult undergraduate in English with teaching implications.

6.3.5 Manship, D. W. A Study of the Effect of Three Different Methods of Presenting a Review of Writing Principles and Grammar to Business Communication Students. Dissertation Abstracts International, 1975, 35, 4968A.

Found that students who studied in the effective writing principles and were tested on these principles achieved a significantly higher standard of performance in writing principles than did those students who followed the traditional course.

6.3.6 Maynard, H. A., Jr. Student Perceived Teacher Effectiveness in Business Communications. Dissertation Abstracts International, 1975, 35, 4867A.

The specific effective teacher behaviors that involve taking a personal interest in students and providing feedback on assignments and tests appear to concern students more than do any other specific teacher behaviors.

6.3.7 McKee, B. K. Types of Outlines Used by Technical Writers. Journal of English Teaching Techniques, Winter 1974/1975, 7, 30-36.

Presents the results of a survey showing that very few professional people use written outlines in preparing their work and raising the question of whether students should be taught to prepare written outlines in technical writing classes.

6.3.8 Melrose, J. E. The Effectiveness of Dictation Practice on the Letter-Writing Performance of University Students Enrolled in Business Communication Courses. Dissertation Abstracts International, 1975, 35, 4988A.

Concluded that there were no significant differences between the control group, using handwritten letter preparation, and the experimental group, using machine dictation, with regard to message content, letter tone, language structure, letter arrangement, letter length, and time used to compose the letters.

6.3.9 Miller, M. A. A Comparative Study of Two Approaches to Teaching Freshman Remedial Composition in a Comprehensive Community College. Dissertation Abstracts International, 1975, 35, 7083A.

Attempted to determine if students enrolled in a freshman remedial composition and reading course which stressed practical student skills and vocational skills relevant to their immediate needs could improve their reading and writing skills significantly more than those of comparable students whose remedial course did not include such materials.

6.3.10 Schubert, J. P., Jr. A Transformational Analysis of the Syntax of Oral and Written Language Modes of College Freshmen. Dissertation Abstracts International, 1975, 35, 4488A.

Results indicated that the oral language of most of the better students, as judged by objective test scores, was more developed than their written mode; however, the opposite was true for most of the poorer students.

6.3.11 Walker, B. B. An Analysis of Six Basic Approaches to Teaching Freshman Composition. Dissertation Abstracts International, 1975, 35, 5069A.

Discusses each approach from the point of view of rhetoricians, writers of freshman composition textbooks, teachers of freshman composition writing in College Composition and Communication College English, and professional writers; provides examples of techniques and teaching methodologies specific to each approach.

See also: Dunham, M. G., 4.3.2; Hazen, D. W., 5.3.1; Hulewicz, R. R., 5.3.2; Jerabek, R., and Dieterich, D., 5.3.3; Larson, R. L., 6.5.2; Smith, R., 6.4.1; Tigar, P., 6.4.4; and Wagner, E. N., 6.5.4.

6.4 Status Surveys

6.4.1 Smith, R. The Fall 1973 Survey of the Composition Requirement: A Summary of Results. College Composition and Communication, January 1975, 36, 589-593.

Describes the results of a nationwide survey of four-year colleges and universities to determine the status of the composition requirement.

6.4.2 Smith, R. Implications of the Results of a Nationwide Survey for the Teaching of Freshman English. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1974, ED 094 400.

Describes the implications of a survey to determine the present status of composition and freshman English requirements around the country.

6.4.3 Tigar, P. ADE Survey of Freshman English. ADE Bulletin, November 1974, 43, 13-23.

Presents the results of a survey of freshman English courses and programs in the United States.

See also: Jennings, M. S., 6.3.3; and Meeson, B., et al., 2.4.1.

6.5. Reviews of Research

6.5.1 Evertts, E. L. What's New in Language Arts: Composition. Washington, D.C.: American Association of Elementary, Kindergarten, and Nursery Educators, 1974, ED 096 672.

Reviews the results of recent research, and makes suggestions for future directions in writing and composition education based on this research.

6.5.2 Larson, R. L. Selected Bibliography of Research and Writing about the Teaching of Composition, 1973 and 1974. College Composition and Communication, May 1975, 26, 187-195.

A first annual bibliography.

6.5.3 Stotsky, S. L. Sentence-Combining as a Curricular Activity: Its Effect on Written Language Development and Reading Comprehension. Research in the Teaching of English, Spring 1975, 9, 30-71.

A review which traces the interrelationship of reading, writing, and language development.

6.5.4 Wagner, E. N. Developmental English: More Harm than Good? Teaching English in the Two-Year College, Spring 1975, 1, 147-152.

A review of current research on developmental English instruction, concluding that more evaluation of college-level remedial programs should occur.

See also: Dieterich, D. J., 4.5.2.

7. Research Instruments

7.1 Berko, J. Berko's Test of Morphology. 1958, ED 097 716.

Explores and describes the evolution of the child's ability to apply morphological rules to new words by asking the child to inflect, to derive, to compound, and to analyze compound words.

7.2 Fagan, W. T., et al. Measures for Research and Evaluation in the English Language Arts. Urbana, Illinois: ERIC/RCS and NCTE, 1975, ED 099 835.

Contains information compiled by The Research Instruments Project (TRIP) on more than 100 measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills.

7.3 Fraser, C., et al. The Imitation-Comprehension-Production Test (ICP). 1963, ED 097 717.

Designed to determine whether, as language develops, particular utterances or features of an utterance are ordinarily understood before the same utterances or features are produced, this instrument consists of ten different grammatical contrasts, called problems.

7.4 Rees, R. D., and Pedersen, D. M. Poetic Evaluation Rating Scale. 1965, ED 097 715.

A set of fifteen semantic differential scales designed to assess readers' evaluations of poems or other works of fiction.

See also: Dieterich, D. J., 4.5.2.